

The Trinity Catholic Academy

Reading Policy

Introduction

At The Trinity, we believe that reading is the foundation of all learning. Our aim is to develop a strong reading culture within the school, nurturing a love for literature and enabling pupils to become confident, fluent, and independent readers with a deep understanding of various texts. This policy outlines our approach to teaching reading in accordance with the expectations set by the DFE and St Joseph's Multi Academy Trust.

Expectations

According to the latest framework, an outstanding reading curriculum is characterized by:

1. A systematic and structured approach to the teaching of phonics, in line with the phonics screening check at the end of Year 1.
2. A wide range of high-quality texts, including fiction, non-fiction, poetry, and drama, from a variety of genres, cultures, and historical periods.
3. Well-planned and inspirational reading experiences that promote engagement, excitement, and enjoyment.
4. Opportunities for pupils to develop their reading comprehension skills through explicit teaching of reading strategies.
5. Scaffolded support for pupils to become independent readers, including regular guided reading and shared reading sessions.
6. Effective strategies to support struggling readers and those with additional needs, including access to targeted interventions.
7. Opportunities for pupils to explore and respond to texts critically, expressing their personal opinions and making connections with their own experiences.
8. Regular assessment and tracking of pupils' reading progress, with clear and measurable objectives set for all pupils.

9. Strong partnerships with parents and carers to support and encourage reading at home.

Teaching and Learning Approaches

1. **Phonics:** We follow a systematic synthetic phonics program, Read Write Inc (RWI) to ensure that pupils develop secure phonics knowledge, decoding skills, and the ability to blend sounds to read words accurately.
2. **Reading Aloud:** Teachers model fluent reading in lessons and 'Talk Through Stories' to direct intonation, and expression, read aloud age-appropriate texts, and use think-aloud strategies to demonstrate comprehension skills.
3. **Guided Reading:** Regular reading sessions incorporated into RWI and the Ark Curriculum provide opportunities for pupils to develop specific reading strategies, comprehension skills, and vocabulary knowledge. These sessions are differentiated to meet individual needs.
4. **Shared Reading:** Shared reading experiences involving the whole class allow for the exploration of texts, discussion, and the development of reading skills and strategies.
5. **Independent Reading:** Pupils have dedicated time for independent reading, during which they select books based on their interests and reading abilities. Our well-stocked library ensures a wide range of engaging texts are readily available.
6. **Reading Across the Curriculum:** Reading is integrated into other subjects, enabling pupils to develop subject-specific knowledge and vocabulary. Reading skills are taught explicitly in all areas of the curriculum with a focus on broadening children's vocabulary.
7. **Reading for Pleasure:** Regular opportunities are provided for pupils to read for enjoyment, fostering a lifelong love of reading. This includes author visits, book clubs, 'Come and Read' sessions with parents and celebration events such as World Book Day.

Supporting All Learners

1. **Differentiation:** Teachers employ a range of strategies to support and challenge all learners, including differentiation of texts, tasks, and questioning techniques.

2. **Interventions:** Additional support is provided through targeted interventions, such as Fast Track Tutoring, one-to-one reading sessions or small group interventions, for pupils who need extra assistance in developing their reading skills.
3. **SEND Provision:** Pupils with special educational needs and disabilities receive targeted support and interventions, tailored to their individual needs. Provision maps are developed and reviewed regularly.
4. **Reading Support at Home:** Parents and carers are provided with guidance and resources to support their child's reading at home. Regular communication ensures families are actively involved in fostering a reading culture.

Assessment and Monitoring

1. **Formative Assessment:** Teachers use regular formative assessments, including questioning and book scrutinies, to assess pupils' reading progress and identify areas for development.
2. **Summative Assessment:** Pupils' knowledge, understanding, and reading skills are assessed through termly reading assessments and statutory tests, such as the phonics screening check in Year 1 and the national curriculum tests in Year 2 and Year 6.
3. **Tracking and Monitoring:** Progress is tracked using data management systems, allowing us to monitor the progress of individuals and cohorts, identify gaps, and plan appropriate interventions.

Conclusion

At The Trinity, our Reading policy reflects our commitment to providing an outstanding reading curriculum that nurtures confident and enthusiastic readers. It is through engaging and purposeful teaching and learning experiences that our pupils develop the skills and love for reading that will empower them as lifelong learners.

Please note that this policy is a dynamic document and will be reviewed regularly to reflect changes in national expectations, curriculum provision, and feedback.